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ABSTRACT

Noting the growing consensus among researchers and policy makers that prevention of learning problems makes much more sense than remediation, this book reviews research into the effects of various early childhood interventions on the academic performance of young children, particularly those who are at risk for reading failure. The reviews presented use a review method called best-evidence synthesis, a technique combining meta-analytic and traditional narrative elements. The book's nine chapters are: (1) "Preventing Early School Failure: The Challenge and the Opportunity" (Robert E. Slavin); (2) "Off to a Good Start: Effects of Birth to Three Interventions on Early School Success" (Barbara A. Wasik and Nancy L. Karweit); (3) "Can Preschool Alone Prevent Early Learning Failure?" (Nancy L. Karweit); (4) "Issues in Kindergarten Organization and Curriculum" (Nancy L. Karweit); (5) "Extra-Year Kindergarten Programs and Transitional First Grades" (Nancy L. Karweit and Barbara A. Wasik); (6) "School and Classroom Organization in Beginning Reading: Class Size, Aides, and Instructional Grouping" (Robert E. Slavin); (7) "Preventing Early Reading Failure with One-to-One Tutoring: A Review of Five Programs" (Barbara A. Wasik and Robert E. Slavin); (8) "Success for All: A Comprehensive Approach to Prevention and Early Intervention" (Robert E. Slavin and others); and (9) "Preventing Early School Failure: Implications for Policy and Practice" (Robert E. Slavin). References are included with each chapter. (TJQ)

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